

GLOBAL LEADERSHIP – A DEVELOPMENTAL STUDY

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ABSTRACT

Global Leadership is the interdisciplinary study of the important elements that upcoming leaders in all realms of the individual experience should get to effectively familiarize themselves with the psychological, physiological, geographical, geopolitical, anthropological and sociological influences of globalization.

Global leadership development has obtained accumulated interest in recent years from practitioners and researchers. Receiving from global mindset, positive development, and intercultural sensitivity literatures, this article explores a model for developing global leaders. While developmental activities are challenging for most of the people, it is proposed that imparting the skills of domestic leaders to develop psychological capital will facilitate their development into global leaders.

KEYWORDS: *Psychological, Physiological, Geographical, Geopolitical*

Received: Jun 01, 2016; **Accepted:** Jun 14, 2016; **Published:** Jul 11, 2016; **Paper Id.:** IJHRMRAUG20162

INTRODUCTION

Review of Literature

The success of the organization is depending upon the leadership in this globalized economy. The increasing number of leaders deals with the originality of the global economy every day. In spite of this, number of leaders they did not educated, trained and have no knowledge to face the difficulties of this global world (Black & Mendenhall, 2007). Along with this, less research has seen into what this makes to grow or develop as a global leader (Smith & Peterson, 2002).

The literature on global leadership provides number of articles that state traits, characteristics, and attitudes of successful global leaders; but less number of attempt to lay a basis on how to actually develop people into global leaders (Hall, Zhu, & Yan, 2001). The scarcity of research in this area is apparent and it reflects the void of organizations, as 85% of Fortune 500 executives believe that their organization lacks capable global leaders (Gregersen, Morrison, & Black, 1998; Morrison, 2000). With the accumulated global environment, leaders are expressed to many difficult challenges and what we know about leadership theory and development may no longer be effective in this global context (Robinson & Harvey, 2008). Sloan, Hazucha, and Van Katwyk (2003) stated that global leadership development should be part of the strategic plan of any organization that wishes to wave in the global market.

The aim of this paper is to furnish a model for global leadership development. The models convey that there are three steps essential for a leader to change into a global leader. Leaders require developing a global mindset, developing a self-authored identity, and developing an adaptation throughout the world. Given that these

are thought provoking developmental activities, it is also intend that it is also intend that the development process of individuals depends on psychological capital to facilitate their global leadership. To develop global mindset have to be integrate the moderating variables in the model , the moderating variables includes expectations, efficacy, strength and confidence will be highly develop a global mindset, a self –authorized individuality , and cultural responsibility.

Figure 1: Shows a Summary of the Model Presented in this Paper

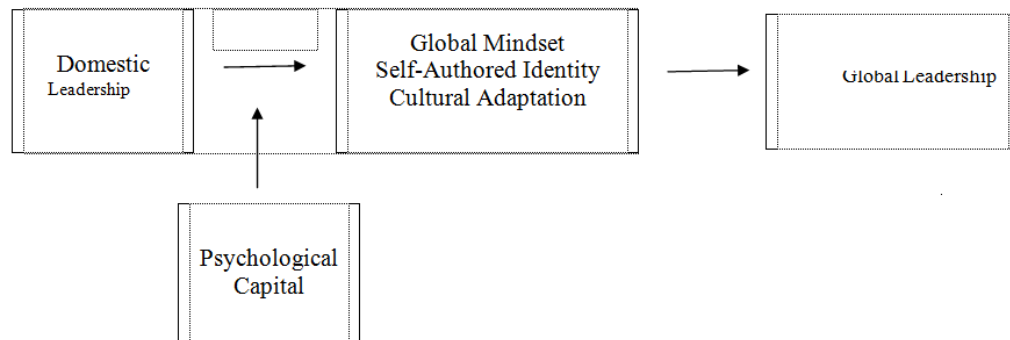


Figure 1: A Developmental Model for Global Leaders

This paper is categorized into five sections. The first explores a brief review of the literature on global leadership. The second reports the role of a global mindset in developing global leaders. The third reveals the role of positive development theory, particularly self-authored identity, and how that contributes to the development of a global leader. The fourth explores the role of intercultural sensitivity, specifically an adaptation throughout the world, in the development of a global leader. The fifth investigates the contribution of psychological capital in the process of global leadership development.

Global Leadership

Global leadership has been defined as —being capable of functioning effectively in a global environment while being respectful of cultural diversityl (Harris, Moran, & Moran, 2004, p. 25). While setting a single definition of global leadership is key in order to study it, the phenomenon it is still compact to understand. The global leadership literature draws from many different fields that don't seem to communicate efficiently. In a review of the literature, Hollenbeck (2001) argued that there are six perspectives scholars have taken when studying global leadership: viewing global leaders as working across cultural and national boundaries; looking at the global leadership as cross-cultural leadership; looking at the global leadership as expatriate leadership; examining the traits, motivators, attitudes, skills, and personal background to construct a profile of what a perfect global leader would look like; arguing that leadership literature doesn't make comparison between global and domestic leaders; and finally, looking at adult learning literatures.

These theoretical and construct problems leads to the global leadership development gap, which lasting to become a constraint on growth and effectiveness in organizations (Zahra, 1998). Sloan et.al.(2003) stated that there is less number of talents developed globally. Graen and Hui (1999) stated that the individuals come across many number of difficulties in developing global leaders. Apart from this difficulties are already listed, Mc Call (2001)stated that it is not a natural act to develop global sensitivity. You have to be forced. It must be the part of business strategy of an organization added by McCall. Many people discussed on the global mindset development by linking it to the development of global leader (Kedia & Mukherji, 1999).

Leaders-Global Mindset

Global mindset is one of these terms that increasing number of scholars and practitioners in management can, for the most part, understand, define, and talk about. In global leadership literature, global mindset has been intended to explain many things from skills, attitudes, competencies, behaviors, strategies, and practices (Levy, Beechler, Taylor, & Boyacigiller, 2007). One thing that scholars feel to agree on is that having a global mindset is required to be an effective leader in the global environment (Levy et al., 2007).

The primary work on global mindset is the work of Perlmutter (1969), which made the differentiation among three orientations managers have used while managing a multinational corporation: ethnocentric (home country orientation), polycentric (host country orientation), and geocentric (world orientation). His work on egocentrism became the basis of the build global mindset.

Kefalas, and Perenich (2004) tested Kefalas' (1998) framework in the textile industry and concluded that two different skills seem to be the most relevant for developing a global mindset: intercultural sensitivity and global business knowledge.

Kedia and Mukherji (1999) stated that managers, in order to become global, required to differentiate their paradigm and mindset to follow globally, which is highly difficult. Murtha, Lenway, and Bagozzi (1998) operationalized global mindset in view of managers' cognitive process of international strategy and organization.

Constructive Development

Depends on the constructive theory, Kegan (1982) stated that the method by which individual understand reality develops over time. Kegan explored that the growth of the people happens in five evaluated qualitative stages in perception, or –orders of awareness. The order of awareness is subject to particular rules, which educate how an individual get meaning. Whatever it might be an individual has no idea on this system. At a particular point of time people get an idea of their meaning-making system, they have the ability to think critically about it, which bring them to move to next stage. These movement occur because of like experiences, crisis or other accelerate events (Kegan). An individual did not have knowledge, the development doesn't happen, because she or he think of the world differently (Kegan). In view of Kegan, these stages are arranged orderly and hierarchically for the development, each stage is more difficult than the previous stage and corresponding to a qualitative change in learning.

The first two stages described about infancy and childhood, these are not suitable for the development of global leadership and will be briefly explained only Kegan's (1982). Making of global leadership based on successive desires described in first stage (Kegan). The sense of self –concept and private world of global leadership is described in the stage two. And it may happen between the ages of 5 and 7 as a child became to know others and their needs but they don't have responsible for other's needs (Kegan). Their own way they make meaning of the world. While it happens at their young age, number of people does not take the next step to the next stage (Taylor & Marienau, 1997).

In the third stage (Socialized) individuals have excessive interest and are able in understanding the others (Kegan, 1982). Finally, in this stage people became to understand others' views, even when it might be different from others point of view. In this stage individuals are able to understand mutually and exchange of social responsibility, but they are not in a stage of individuality that is not rooted in other. In addition, internally they value others (for the connection they represent) instead of externally (what can that person do for their need –second stage) (Taylor & Marienau, 1997). People in

this stage require societal acceptance as they work on the foundation of values, ideals, and belief with which they were raised (Kegan). In order to convince an individual, a team, or an organization, the people rationalize their attitudes. Therefore individuals gain this order of unconsciousness may work successfully in our society, few do not grow further, including most of the adults in US (Taylor & Marienau).

In the fourth stage (self-Authorizing) is organized by the difficulty of a genuine self –authored individuality. Thus people in this stage explain that who they are and they form internal rules to get decisions. The roles and relationships are directed by them. They make their own way of personal quality and values that make reliable over number of situations (Kegan, 1982). The people have the capacity to find number of complex decisions. These decisions never sow within the organizational values, but it may sow within their n value system. This stage may reached only the population of 20-30% (Eriksen, 2006).

The last stage (self-Transformation) is divided by the people knows his or her self –system as their own. These effects on people have to found themselves never associated in the future with their characteristic thinking of self system. That is why the people in this stage the accept that their self-system of inner characteristic thinking system have the limits and also find the limits of having a system. They view that the world has all sides of limitations and in different ways of gray. The people have the ability to identify the existence and also the validity of multiple sensitivity (Kegan, 1982). The people that are very nearer to this stage may come upon with some dissatisfaction ,as people who came from other stages they do not have capability to understand what is their system of belief.

Therefore, by coming across the stages we may found that the people who will make their decisions by considering their own developed value system will have the capability to get effectively the global leader role, consequently, institution must either select people who have self –authored individualities, or must choose the movements that are really matched to the development level of the people. Most of the activities leads to the development , anyway, the subject-object question must be taken to get people on to the track of consciousness (Lahey, Souvaine, Kegan, Goodman & Felix ,1988). Depends on the result of the questions, people focused on their regular developmental activities. For example, to shift the individuals from one stage to another stage by creating the situations that are confusion and thought provoking (Kegan, 1982). And also keep them in the complex jobs that really provide the development; anyway, the people they do not have interest (second stage) to act immorally and without thinking about the situations because their system defines the needs of them. This show the way to the following statements

Intercultural Perspective

Most of the reviews have been taken for studying at the literature of cross-cultural leadership (Bass; House, Wright, & Aditya, 1997; Peterson & Hunt, 1997; Smith & Peterson, 2002; House, Hanges, Javidan, Dorfman, Gupta, & GLOBE Associates, 2004), describing how essential this research segment is for organizational studies. Groundbreaking research has been also been conducted primarily with the GLOBE project (House et al.). However, many researches focused on middle management characteristics, cultural characteristics, and leadership styles. Studies have established that cultural characteristics impact leadership in organizations, but it is relatively unexplored how global leaders acquire the capacity to lead in extremely diverse environments (Oddou, Mendenhall, & Ritchie, 2000).

Bennett's (1993) represented that how the people make sense of cultural changes. Bennett found six stages that people go through in their acquisition of intercultural competence. Bennett's model is well matched to Kegan's (1982)

model, as it also expose a constructivist approach wherein experience is a function of how one makes meaning of events. In other words, the range to which culture differences will be experienced is a function of how difficulty can be construed. Throughout the world in the each stage structure bring about new and highly difficult problems to be settle that meet between the cultures. There are six stages explained in his model.

In the primary stage (Denial) stated that the people experienced by their own culture as reliable one. That is why the Denial stated that intercultural sensitivity exists. In this stage the people go with intercultural perspective, they connected this with a classification such as immigrant or foreign (Hammu et al, 2003). According to Denial towards people explored that throughout the world people do not show interest in different cultures. Thus, in this stage the leaders are very effective to lead a team added that show cultural differences and will become everything to fix a problem.

In the second stage (Defuse) the people who have experienced with their own culture which is realistic one. In this stage world is categorized into –we verses – they, there they follow one type of culture which is better than other (benett, 1993). Anyway, this stage does not possess the remaining culture as a threat (Bennett). Thu, the leaders in this stage feel that the different cultural background people might be a threat and if it possible makes those people reliable to follow.

Third stage (Minimization) described that the people follow the universally accepted culture of their own. In this way, the threat connected with Daniel and Defense is compensated for projecting these dissimilarities into same classification. Cultural differences may be lowered by the thought that people have the identical requirement. This similarity also followed by cross-cultural applicability of some concepts (Benett, 1993). Anyway in this stage leaders treat the people the same ay irrespective of their cultural variations. But this way of treatment of leaders toward individuals may leads to problems in making and continuing relationships. These three stages consisted the ethnocentric views.

In the fourth stage (acceptance)is maintained by the people who follow their own culture a just one of many. In this stage he individuals are having ability to view the world as they are different from others. No individuals are experts in following their culture but they have knowledge to found the differences between the cultures. It is very important to notice that acceptance does not mean understanding some cultural differences might give negative results(Bennett,1993).In this stage the leader can get the knowledge about the way they are behaving with different cultures and why the conflicts are arising among the individuals who have their different cultures. The leaders have to get experience by finding the different cultures while they are working in other country.

The fifth stage (Adaptation) is classified by the people who practices the others culture and with this practices they got the experience and they are able to follow in a particular way of that culture. Individuals in this stage have an ability to identify and share their different cultural practices with perfectly matched cultural attitudes and thoughts. If the leaders habituated with this process it can become the foundation for two or many cultures(Bennett,1993).Any way the leaders who are living in the host country they may easily adapt that host country culture and giving respect to that and lead the groups in a successful manner.

The six stage (Integration) is classified by the people who practicing their own and expanded to combine the action in and out of the world. People at this stage working with the problems linked to self- cultural marginality, as the leaders interpret their individuality at the margin of two or more cultures and central to none. There are two ways of this margins Bennett (1993) stated, one is encapsulated marginality and the other is constructive marginality. The first explains

that the separation from culture cause to feel isolated. The next explains that the actions in and out of cultures are required and positive lines of an individual's identity. In this stage leaders get confusion that about their understood and assimilated culture. It is very important to know that integrated cultures are not necessarily than following in situations that become to compete the cultures in particular domain ,it just states the comparison in the cultures (Hammer et.al;2003).These last three stages are consist of the ethno relative points.

Psychological Capital

Deriving from positive psychology, positive organizational behavior (POB) emerged to adopt positive oriented strengths and psychological capacities in the workplace. These strengths and capacities can be counted and developed (Luthans, 2002). Four different variables have been represented these strengths and capacities: hope, efficacy, resiliency, and optimism.

Seligman (1998) expressed an optimistic individual as one who makes internal, stable, and global attributions relating to positive events, but attributes external, unstable, and specific reasons for negative events.

Psychological Capital is Centre to Build

Combining together these four variables explain Psychological Capital (PsyCap) as a distinct higher-order construct. All PsyCap variables combine the criteria for inclusion in POB by involving variables that are —state-likel (malleable and open to development) as opposed to —trait-likel (relatively stable and difficult to change), because the variables are depends on positive capacities, are theoretical, and have a valid measurement (Luthans, Avolio, Avey, & Norman, 2007). Thus, Luthans, Youssef, and Avolio (2007) defined PsyCap as:

People's positive psychological way of development that is classified by

- Having faith (elfefficacy) to get and keep the required attempts to get success by challenging the jobs.
- Improving a positive characteristic (optimism) how to get success today and tomorrow.
- Persisting towards successful goals and, when required, redirecting the ways to goals in a view to get success.
- When surrounded by any problem and misfortune extend and bouncing back and even beyond to attain success.

Psychological capital states that to extend the competitive benefit and accomplishment (Luthana, Luthans & Luthans, 2004; Luthans &Youssef, 2004).Luthans, Avolio, Walumbwa, andLi (2005)stated Psychological capital brought mutual relation with accomplishment in the global environment. Luthans, Avey, Avolio, Norman, & combs (2006) built and describes a psycap interference in extend psycap in the people who participate. Luthans et al. (2007) stated an important relationship between PsyCap with performance and satisfaction. Luthan, Norman, Avolio, and Avey (2008) stated that people in the organization go with Psychological capital as good relationship to get positive level of performance, satisfaction and commitment. Next, they stated that PsyCap linked the relationship of supportive climate and performance. Youssef and Luthans(2007) reported that PsyCap have the link with performance , satisfaction, work happiness, and commitment towards the organization.

DISCUSSIONS

In the present paper, clearly explained the development model for the global leaders. In this model, global mindset, constructive development, regional cultural perspective, and theories of PsyCap. The number of studies have drawn to do this research to develop a global leadership model.

One key contribution of this paper is the ability that really applies existing measures to the development of global leaders. Thus, we can count the present stages in intercultural perspective and constructive development theory that potential global leaders are presently at and target training, trips, and other relevant programs to meet these individuals' developmental requirements. On the other hand, if an individual is in denial of cultural differences, the in-house training may be suitable. If individuals in the denial stage go abroad, they may be unsuccessful and could be unable to cope with the difficulty of the environment.

Next key contribution of the present analysis that effect Psychological Capital on global leadership development. This has been driven the global leaders to disappointed and move in a way that prevent different stakeholders. Next, we can evaluate the global leader's mindset and PsyCap. Fairly small number of concepts have been published that evaluate the global leader mindset (Levy et al. 2007), and increased number of researches are required to construct a strong validity and reliability. A PsyCap concept that evaluate the four establishments of PsyCap has been evaluated for the organization work spot and also shown to be reliable (Luthans et al. 2001). It expressed that a person who wish desired effect, bouncy and cheerfulness will get benefited to developmental actions and will increasingly successful in their journey to develop. In addition to this, the leaders who have low PsyCap they have less successful than the leaders who have high PsyCap. By this, PsyCap is very important to the Global leaders, it is better to give training to the people who attempting as global leaders.

CONCLUSIONS

Finally, this paper makes a potent contribution by adding the literature on global leadership using developmental theories. The global leadership field should drive away from trait-like research to a more developmental approach (Hollenbeck, 2001). This paper argues that for some individuals the development may take a lifetime, for others not so long. Some of the developmental activities for the three proposed key constructs for global leadership development may overlap. For example, someone who has a global mindset will most likely have or be close to having a cultural adaptation throughout the world. The same is true that an individual, who has a cultural adaptation throughout the world, will most likely also have a self-authored individuality. Thus, while developing developmental activities, it is key to take the relations among the variables into consideration to make sure the programs are really individualized and effective. Organizations must careful about training and development which they are providing to the global leaders. Coming research in future should test the problems discussed in this paper. The leaders who have the global mindset, individuality, and cultural adjustment they will become effective leaders anywhere in the world and leader in the domestic region they do not. We can strongly believe that the development model which we have developed that in this paper will provide useful guidelines for the people who become effective global leaders.

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